MYP Physical and Health Education

A companion manual to support *Principles to Practice* and the *Subject Guide*

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This document provides guidance for teaching and learning in the IB Middle Years Programme. The information in the companion manual is specific to Physical and Health Education classes. Additional information can be located online at www.mypatmhs.weebly.com.

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Conceptual Understanding

A concept is a "big idea"—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or a place in time. Concepts represent the vehicle for students' inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence physical and health education.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics. Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues and evaluate decisions that can have an impact on themselves, their communities and the wider world.

In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum

KEY CONCEPTS

Key concepts promote interdisciplinary understanding. They represent big ideas that are both within and across disciplines and subjects.

The MYP has chosen 16 key concepts to be explored across all subjects, but 4 have been identified as the framework for physical and health education. As your focus for the year, these concepts will inform units of work and help to organize teaching and learning. Unit of study will focus on one to two key concepts and each concept should be addressed at least once in the duration of the course.

Aesthetics	**Change**	**Communication**	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	**Relationships**	Systems	Time, Place, & Space

Change

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

In many ways, physical and health education involves inquiry into change. In response to stimuli from players and the environment, individuals and teams change strategies and tactics. Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives.

Communication

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).

Physical and health education requires students to utilize, create, adapt and understand a variety of strategic communication tools. Communication within this subject relies on a strong connection between form and function. Students will understand that communication is not simply about giving and receiving information, but also **how** that information is transferred. Communication is an essential part of all personal and social development; it helps people to understand themselves, others and the world around them.

Relationships

Relationships are the connections and associations between properties, objects, people and ideas— including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.

In physical and health education, the concept of relationship offers opportunities to explore the connections human beings need in order to function and interact effectively. Through physical and health education, students will develop and reflect on a wide variety of personal and social relationships in which they can assess and develop their interpersonal skills.

Other key concepts can also be important in physical and health education. For example, **connections** emphasize personal opportunities and risks related to people, places, communities, climate and cultures. The connection between physical activity, physical education and health is also critical. **Form** is evident in all aspects of sport and dance. **Logic** underpins reflective activities in both physical education and health: players and performers use logic (including scientific thinking) to analyse, evaluate and improve performance.

RELATED CONCEPTS

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Adaptation	Adaptation is the adjustment or changing of a skill, technique, strategy, tactic, process or choice in order to enhance its suitability to meet the needs of a situation or application. Adaptation may need to occur as a result of: environmental influences, feedback (internal and external), player interactions, team interactions and the outcomes of choices.
Balance	Balance is a state of equilibrium between contrasting, opposing, or interacting factors. Balance can occur in many forms, such as the aesthetically pleasing integration of elements in movement routines, the team stability provided by the even distribution of player roles, as a means of judging and deciding upon lifestyle choices, or by placing equal importance on each dimension of health.
Choice	Choice involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development.
Energy	Energy is a fundamental entity that is transferred between parts of a system in the production of change within the system. It is the capacity for doing work and as such the amount and form of energy an individual requires is dependent on the task(s) they are completing. The restoration of an individual's energy levels is determined by a variety of factors such as rest, nutritional intake and time. Energy levels influence all aspects of human life, from our ability to think and make effective choices, to our ability to be physically active.
Environment	Environment refers to the circumstances, objects, or conditions by which an individual is surrounded. The effective performance of techniques, skills, strategies and tactics are influenced by environmental factors. Performers must understand environmental influences in order to be successful. An environment does not have to be physical. The digital environment, especially social media, has a significant impact on personal, mental, emotional and social health.
Function	A function is the action or role that something is specifically designed for or used to do. Functions can be voluntary or involuntary. A function can be part of a group of related actions that contribute to a larger action, such as the function of the heart contributing to the overall health of the human body, or the function of a setter in a volleyball team who is responsible for orchestrating their team's offence. A variety of factors can influence the choice and effectiveness of specific functions.

Interaction	An interaction is the result of two or more objects, groups or ideas affecting each other. Interactions can occur in a variety of forms, such as verbally, physically and digitally. Depending on their nature, successful interactions can contribute to improved personal, social and performance outcomes.
Movement	Movement refers to the types and ways in which objects move. Sporting movements are normally divided into two categories: offensive (attacking) and defensive; however, various degrees occur within these two categories. Movement can also occur in relation to thoughts and ideas, a type of movement that relies on people aligning their thinking with others in relation to a specific cause or ideal.
Perspectives	Perspectives enable the development of different interpretations, understandings and findings. Perspectives can be gained through putting yourself in the place of others and striving to understand their opinions and disposition. People gain perspective by listening to others and considering the ways in which their points of view align or differ. Seeking and considering multiple perspectives is crucial to personal, mental and social health development, as well as to our ability to develop effective sporting techniques, tactics and strategies.
Refinement	Refinement is the process of modifying something to enhance its overall effectiveness. Refinement can occur in relation to personal behaviours, thought processes, techniques, tactics and strategies. Refinements are made based on internal and/or external feedback.
Space	Space refers to the physical dimensions of a playing or performance area (for example, a badminton court), the distance between people or objects (for example offensive and defensive lines in field sports), and the opportunity to experience something (for example, space to discover identity). Space can be created, adapted, determined, used, taken, won and lost; therefore "space" is rarely absolute.
Systems	Systems are sets of interacting or interdependent components that form an integrated whole. All individuals and communities rely on multiple systems working together to provide the structure and processes that they need in order to function effectively. Effective game play relies on participants' understanding of multiple systems, including their components and interaction. Systems are often dynamic; they frequently need to be adapted to meet changing circumstances.

Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP physical and health education can develop meaningful explorations. Many inquiries into these concepts naturally focus on identities and relationships. However, courses in this subject group should, over time, offer students multiple opportunities to explore all MYP global contexts in relationship to the aims and objectives of the subject group.

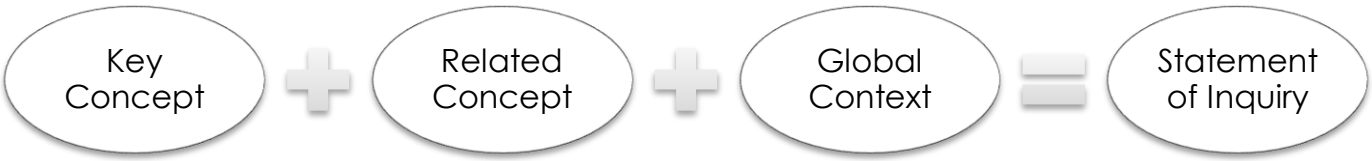
MYP Global Contexts		
identities and relationships *Who am I? Who are we?*	Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	Possible explorations to develop: • competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life • physical, psychological and social development, transitions, health and well-being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind
orientation in time and space *What is the meaning of 'where' and 'when'?*	Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.	Possible explorations to develop: • civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange • epochs, eras, turning points and 'big history' • scale, duration, frequency and variability • peoples, boundaries, exchange and interaction • natural and human landscapes and resources • evolution, constraints and adaptation
personal and cultural expression *What is the nature and purpose of creative expression?*	Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Possible explorations to develop: • artistry, craft, creation, beauty • products, systems and institutions • social constructions of reality; philosophies and ways of life; belief systems; ritual and play • critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • metacognition and abstract thinking • entrepreneurship, practice and competency

MYP Global Contexts		
scientific and technical innovation *How do we understand the worlds in which we live?*	Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	Possible explorations to develop: • systems, models, methods; products, processes and solutions • adaptation, ingenuity and progress • opportunity, risk, consequences and responsibility • modernization, industrialization and engineering • digital life, virtual environments and the information age • the biological revolution • mathematical puzzles, principles and discoveries
globalization and sustainability *How is everything connected?*	Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	Possible explorations to develop: • markets, commodities and commercialization • human impact on the environment • commonality, diversity and interconnection • consumption, conservation, natural resources and public goods • population and demography • urban planning, strategy and infrastructure
fairness and development *What are the consequen-ces of our common humanity?*	Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	Possible explorations to develop: • democracy, politics, government and civil society • inequality, difference and inclusion • human capability and development ; social entrepreneurs • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • authority , security and freedom • imagining a hopeful future

Teaching and Learning Through Inquiry

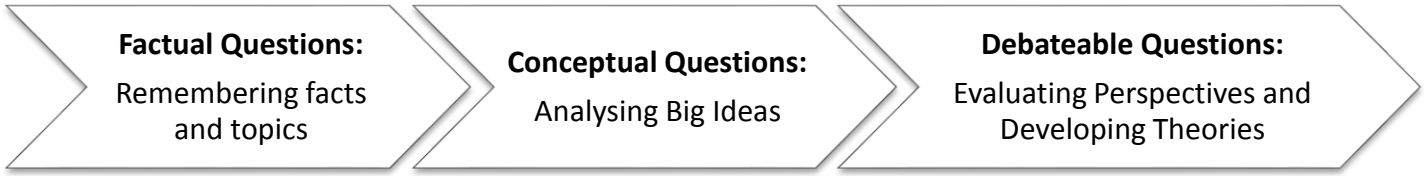
Statements of Inquiry

A statement of inquiry sets conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning

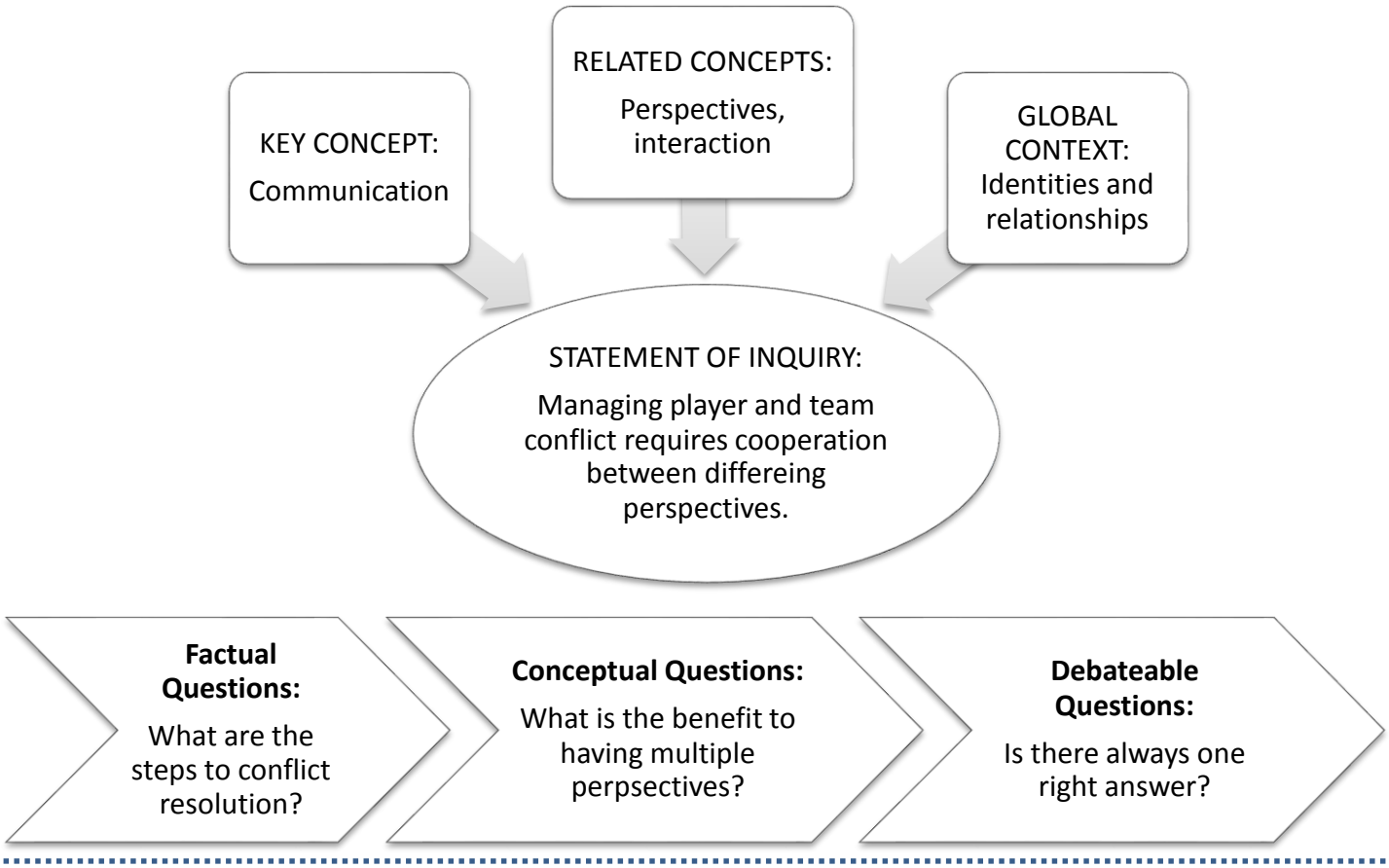


Inquiry Questions

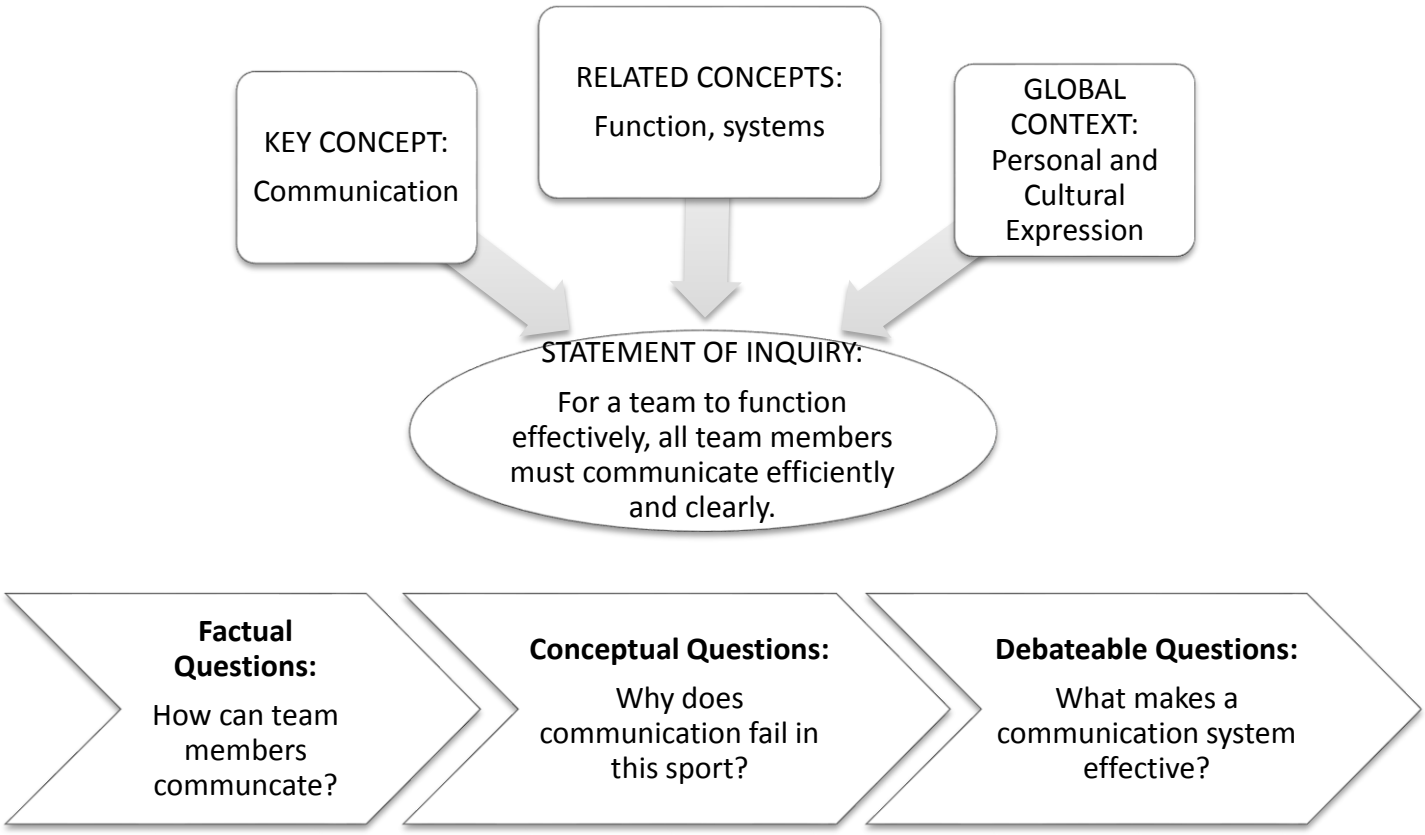
Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.



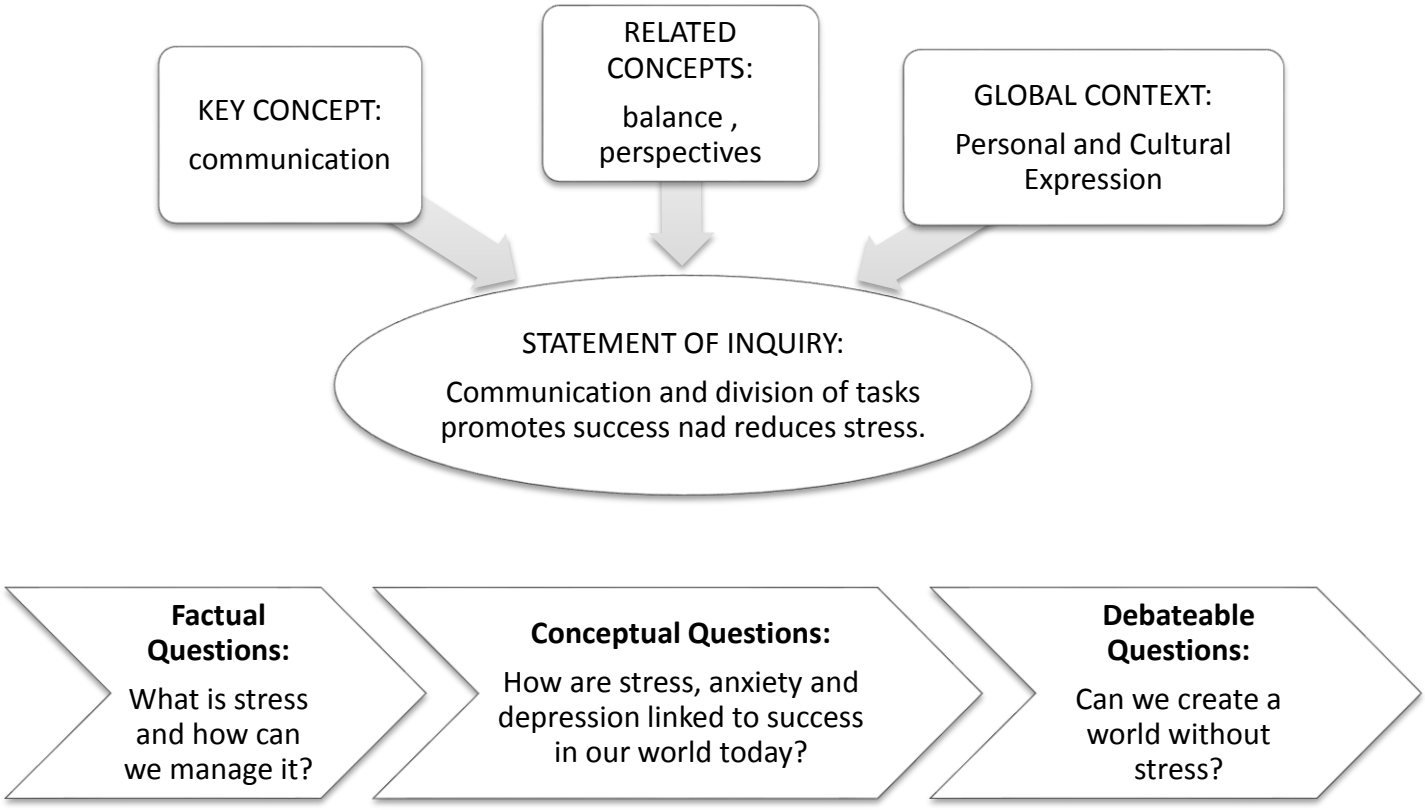
Possible Project/Study: Coaching



Possible Project/Study: Team Sports



Possible Project/Study: Mental Health



Physical and Health Education Learning Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP physical and health education encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

Together these objectives reflect the knowledge, skills and attitudes that students need in order to develop an active and healthy life; they represent essential aspects of physical, personal and social development.

Subject groups **must** address all strands of **all** four objectives **at least twice** in each year of the MYP.

In order to keep track of the standards used in each unit and the number of times it has been used, teachers/PLTs may want to develop a system or check list. Below is an example.

OBJECTIVE	**STRAND**	**UNIT WHERE IT IS ASSESSED**		
Knowing and understanding	1			
	2			
	3			
	4			

Objective A. Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:
i. explain physical health education factual, procedural and conceptual knowledge
ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
iii. apply physical and health terminology effectively to communicate understanding.

Achvmnt Level	Level Descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1-2	The student: i. **states** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **investigate** issues and **suggest** solutions to problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding **with limited success**.
3-4	The student: i. **outlines** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **analyse** issues and to **solve** problems set in **familiar situations** iii. **applies** physical and health terminology to communicate understanding.
5-6	The student: i. **identifies** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **analyse** issues to **solve** problems set in **familiar and unfamiliar situations** iii. **applies** physical and health terminology **consistently** to communicate understanding.
7-8	The student: i. **identifies** physical and health education factual, procedural and conceptual knowledge ii. **applies** physical and health education knowledge to **analyse** issues to **solve** problems set in **familiar and unfamiliar situations** iii. **applies** physical and health terminology **consistently** to communicate understanding.

Note for Criterion A
Criterion A must be assessed in non-performance/non-playing situations. It can only be assessed through written or oral tasks.

Objective B. Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:
i. design, explain and justify plans to improve physical performance and health
ii. analyse and evaluate the effectiveness of a plan based on the outcome.

Achvmnt Level	Level Descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1-2	The student: i. **constructs and outlines** a plan to improve physical performance or health ii. **outlines** the effectiveness of a plan based on the outcome.
3-4	The student: i. **constructs and describes** a plan to improve physical performance or health ii. **explains** the effectiveness of a plan based on the outcome.
5-6	The student: i. **designs and explains** a plan to improve physical performance or health ii. **analyses** the effectiveness of a plan based on the outcome.
7-8	The student: i. **designs**, **explains** and **justifies** a plan to improve physical performance or health ii. **analyses** and **evaluates** the effectiveness of a plan based on the outcome.

Notes for Criterion B

1. Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).
2. Planning for the execution of skills is not appropriate for assessment against this criterion. (For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby or performing a lay-up in basketball.)
3. In order to meet the requirements of criterion B, students must carry out their plan to evaluate it.

Objective C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:
i. demonstrate and apply a range of skills and techniques effectively
ii. demonstrate and apply a range of strategies and movement concepts
iii. analyse and apply information to perform effectively.

Achvmnt Level	Level Descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1-2	The student: i. **demonstrates** and **applies** skills and techniques **with limited success** ii. **demonstrates** and **applies** strategies and movement concepts **with limited success** iii. **recalls** information to perform.
3-4	The student: i. **demonstrates** and **applies** skills and techniques ii. **demonstrates** and **applies** strategies and movement concepts iii. **identifies** and **applies** information to perform.
5-6	The student: i. **demonstrates** and **applies a range** of skills and techniques ii. **demonstrates** and **applies a range** of strategies and movement concepts iii. **analyses** and **applies** information to perform.
7-8	The student: i. **demonstrates** and **applies a range of complex** skills and techniques ii. **demonstrates** and **applies a range of complex** strategies and movement concepts iii. **analyses** and **applies** information to perform **effectively**.

Notes for Criterion C

1. Criterion C must be assessed in **performance/playing situations**.
2. A student's ability to recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
3. A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations.
4. A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
5. Criterion C is not appropriate for assessing replication of movement routines and umpiring/ refereeing.

Objective D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:
i. explain and demonstrate strategies that enhance interpersonal skills
ii. develop goals and apply strategies to enhance performance
iii. analyse and evaluate performance.

Achvmnt Level	Level Descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1-2	The student: i. **identifies** and **demonstrates** strategies to enhance interpersonal skills ii. **identifies** goals to enhance performance iii. **outlines** and **summarizes** performance.
3-4	The student: i. **outlines** and **demonstrates** strategies to enhance interpersonal skills ii. **outlines** goals and **applies** strategies to enhance performance iii. **describes** and **summarizes** performance.
5-6	The student: i. **describes** and **demonstrates** strategies to enhance interpersonal skills ii. **explains** goals and **applies** strategies to enhance performance iii. **explains** and **evaluates** performance.
7-8	The student: i. **explains** and **demonstrates** strategies to enhance interpersonal skills ii. **develops** goals and **applies** strategies to enhance performance iii. **analyses** and **evaluates** performance.

Notes for Criterion D

Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

Assessment in the MYP

Assessment practices in the MYP aim to

- support student learning by providing consistent feedback on the learning process
- provide opportunities for students to demonstrate transfer of skills across disciplines
- develop critical and creative thinking skills
- assign the most accurate achievement level for student performance, rather than averaging achievement levels over a given period of time
- assess student understanding at the end of a course

Choosing from a range of **assessment strategies**, teachers can devise **assessment tasks** that give students opportunities to show clearly what they can achieve in relation to the Statement of Inquiry, the MYP objectives, and state standards of the unit. Teachers will ensure that they document and record student performance using various **assessment tools**.

ASSESSMENT STRATEGIES	ASSESSMENT TASKS	ASSESSMENT TOOLS
Observation Whole class or individual; as a non-participant or while engaged **Selected Response** Asking specific or general questions to elicit responses from students **Open Ended Tasks** Provide students with a stimulus and ask students to provide an original response – presentations, diagrams **Performance** Allow students to show that they can do something with the knowledge that they have gained **Process Journals** Encourages reflection and metacognition in students; allows for communication between student and teacher **Portfolio Assessment** Collection of work that shows student mastery of content	**Composition** Musical, physical, or artistic **Creations of Solutions** In response to given problems **Essays** **Examinations** **Questionnaires** **Investigations** **Research** **Presentations** Verbal (oral or written) or graphic; uses various media	**Anecdotal Records** Brief written notes regarding whole class or individual performance **Continuums** Visual representation of students development that helps identify next stages of learning **Rubrics** Measure students' performance at a variety of levels **Examples** Using student work as concrete examples of performance at various achievement levels **Checklists** Check off when students demonstrate a particular response to a task

Developing Task Specific Rubrics

WHY?

1. Brings transparency to the assessment process for students, teachers, parents
2. Provides clear measurable evidence of learning
3. Can be used year after year
4. Can be modified as the units are revised
5. Contribute to the teacher reflections of units

HOW?

1. Study the assessment criteria; these are very vague and generalized
2. Study your assessment task
3. Redraft the level descriptors to match your specific assessment task for the unit

THINGS TO CONSIDER

1. When sharing the rubrics with students, make sure they are written in student-friendly language. Rubrics must be written so that students understand them.
2. Students should be able to accomplish the highest level of achievement. Be careful not to design assessment tasks that are impossible for students.
3. The rubrics should be standardized across the course. Teachers and students should see consistency across every section of the course.

RUBRIC EXAMPLES

Netball – Assessment Criteria

Knowledge

Criterion A – Maximum 8

Level of Achievement	Descriptor	What does it look like? (Task Specific Criteria)
0	The student does not reach a standard described by any of the descriptors below	The student does not complete any of the required tasks
1-2	The use of terminology is **inconsistent, inappropriate or incorrect**. Demonstrates a **limited** knowledge of principles, concepts, strategies, techniques and rules related to netball. **Sometimes** uses this knowledge to analyse and solve problems **in familiar situations**.	The student: • Is able to state a few of the important aspects of netball • Can discuss positioning • Can discuss some skills needed in netball
3-4	Uses **basic** terminology is **sometimes inaccurate or inappropriate**. Demonstrates a **basic** knowledge of principles, concepts, strategies, techniques and rules related to netball. **Uses** this knowledge to analyse and solve problems **in familiar situations**.	The student: • Is able to state a few of the important aspects of netball • Can discuss positioning and spacing briefly • Sometimes is able to make decisions on the application of skills when given example situations.
5-6	Uses a **range** of terminology is **accurately and appropriately** in **some** situations. Demonstrates a **good** knowledge of principles, concepts, strategies, techniques and rules related to netball. **Uses** this knowledge to analyse and solve problems in familiar **and some unfamiliar situations**.	The student: • Is able to state a few of the important aspects of netball • Can discuss positioning and spacing with examples • Is able to make decisions on the application of skills when given example situations.
7-8	Uses a **wide range** of netball terminology **accurately and appropriately** in **most** situations. Demonstrates a **thorough** knowledge of principles, concepts, strategies, techniques and rules related to netball. Uses this knowledge **wisely and effectively** to analyse and solve problems in familiar **and unfamiliar situations**.	The student: • Is able in detail many of the important aspects of netball • Can discuss positioning and spacing with clarity and insight • Is able to make clear decisions on the application of skills when given example situations.

Achievement Levels and Assigning Grades

Each criterion is divided into various achievement levels. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

Measuring Student Growth throughout the Course

MYP assessment focuses on student understanding at the end of the course but also requires teachers to determine the most accurate demonstration of student understanding. This means recording and tracking student performance on each criterion as it is assessed for the duration of the course. Remember, subject areas must address all strands of all four assessment criteria at least twice each year. This allows students and teachers to measure growth over time.

An example of one monitoring system is shown below. In this model, teachers can include students in the process by asking them to maintain the record of achievement and allow time for reflection on performance.

Criterion	Unit	Task	Grade

Approaches to Learning Skills

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them "learn how to learn". ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning. All MYP teachers are responsible for integrating and explicitly teaching ATL skills.

Well-designed learning engagements and assessments provide rich opportunities for students to practise and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

ATL Skills Important to Physical and Health Education

Organizer	Skill indicator
Thinking skills	Evaluate the benefits and limitations of set plays
Social skills	Give specific feedback on technique that will improve the performance of others
Communication skills	Develop systems of non-verbal communication to execute team movement effectively
Self-management skills	Practice positive thinking to improve mental strength
Research skills	Make connections between the various aspects of health and how they impact well-being

ATL Skills Demonstrated in Physical and Health Educaiton

Approaches to learning
Thinking (critical thinking): observing tactics in order to recognize personal and team strengths and weaknesses **Communication (interaction):** actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play

Category	Cluster	Skills
Research	Information Literacy Skills	**Finding, interpreting, judging and creating information** • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information • Use memory techniques to develop long-term memory • Present information in a variety of formats and platforms • Collect and analyse data to identify solutions and make informed decisions • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks • Understand and use technology systems • Use critical-literacy skills to analyse and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
	Media Literacy Skills	**Interacting with media to use and create ideas and information** • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Category	Cluster	Skills
Communication	Communication Skills	**Exchanging thoughts, messages and information effectively through interaction** • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
		Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class • Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports
Social	Collaboration Skills	**Working effectively with others** • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one's own rights and needs

Category	Cluster	Skills
Self –Management	Organization Skills	**Managing time and tasks effectively** • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively
	Affective Skills	**Managing state of mind** • Mindfulness – Practise focus and concentration – Practise strategies to develop mental focus – Practise strategies to overcome distractions • Perseverance – Demonstrate persistence and perseverance – Practise delaying gratification • Emotional management – Practise strategies to overcome impulsiveness and anger – Practise strategies to prevent and eliminate bullying – Practise strategies to reduce stress and anxiety • Self-motivation – Practise analysing and attributing causes for failure – Practise managing self-talk – Practise positive thinking • Resilience – Practise "bouncing back" after adversity, mistakes and failures – Practise dealing with disappointment and unmet expectations – Practise dealing with change
	Reflection Skills	**(Re)considering the process of learning; choosing and using ATL skills** • Develop new skills, techniques and strategies for effective learning • Identify strengths and weaknesses of personal learning strategies • Demonstrate flexibility in the selection and use of learning strategies • Consider content (What did I learn about today? What don't I yet understand? What questions do I have now?) • Consider ATL skills development (What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?) • Consider personal learning strategies (What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?) • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental implications • Keep a journal to record reflections

Category	Cluster	Skills
Thinking	Critical Thinking Skills	**Analysing and evaluating issues and ideas** • Practise observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Interpret data • Evaluate evidence and arguments • Recognize and evaluate propositions • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • Revise understanding based on new information and evidence • Evaluate and manage risk • Formulate factual, topical, conceptual and debatable questions • Consider ideas from multiple perspectives • Develop contrary or opposing arguments • Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding • Propose and evaluate a variety of solutions • Identify obstacles and challenges • Use models and simulations to explore complex systems and issues • Identify trends and forecast possibilities • Troubleshoot systems and applications
	Creative Thinking Skills	**Generating novel ideas and considering new perspectives** • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Design improvements to existing machines, media and technologies • Design new machines, media and technologies • Make guesses, ask "what if" questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practise visible thinking strategies and techniques • Generate metaphors and analogies
	Transfer Skills	**Using skills and knowledge in multiple contexts** • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines • Combine knowledge, understanding and skills to create products or solutions • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives

Unit Title	
Course/Grade Level	
Teachers	
Length of Unit	

Stage 1 Integrate statement of inquiry, global context and inquiry questions

Key Concept	Related Concepts
Choose 1 (maybe 2) from the list	Choose 2 (maybe 3) from the list.

Global Context	Choose 1 from the list provided.
Explanation for Global Context	Include any bullet points from the list that students will explore in this unit.

Statement of Inquiry
A clear concise statement that includes the Key Concept and the Related Concept with regards to the Global Context.

Inquiry Questions	
Factual	Develop a question that rooted in the content, and is at the recall/remember level. Expect students to demonstrate understanding.
Conceptual	Develop a question that requires students to analyze the new knowledge in the context of the course.
Debatable	Develop a question that requires students to apply the new knowledge in a way that reaches beyond your course and connects the concept to other disciplines. This question should connect to your Statement of Inquiry.

Assessment
What task(s) will allow students the opportunity to respond to the unit question?
What will constitute acceptable evidence of understanding? How will students show what they have understood?

Each unit must include one summative assessment that will be graded on the IB subject specific criterion rubrics that are located in your subject guide.

If you are assigning a multiple choice test, it does not meet the assessment requirement unless it is graded with the IB rubrics.

If you assign multiple summative assessments, only include the assessment evaluated with the IB rubrics on the unit planner.

Briefly describe the assessment in this box.

Which specific MYP objectives will be addressed during this unit?

Copy and paste the MYP objectives from your subject guide.

Specific objectives should be chosen from the criterion. List the specific bullet points from those criterions that the unit will address. The bullets can come from multiple criterions.

Avoid saying "Criterion A" or "Investigate" because you may not be teaching every strand of that objective.

Which MYP assessment criteria will be used?

Identify the specific criterion rubric that will be used. This should be the Criterion that has the most bullet points listed above. Here you can say "Criterion A" or "Investigate".

<u>Stage 2</u> Backward planning: From the assessment to the learning activities through inquiry

Content
What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

You can list NCSCOS or Common Core Standards.

These can be copied and pasted.

Learning experiences	Teaching strategies
How will students know what is expected of them? Will they see examples, rubrics, templates? How will students acquire the knowledge and practise the skills required? How will they practise applying these? Do the students have enough prior knowledge? How will we know?	How will we use formative assessment to give students feedback during the unit? What different teaching methodologies will we employ? How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?
Big Ideas to cover in these boxes: Differentiation strategies, literacy instruction, 21st century skill integration, technology integration.	
Just answer the questions above.	Just answer the questions above.

Approaches to Learning		
Category	**Cluster**	**Skill**
Identify the category, cluster and the specific skills you will teach. Can be bulleted list.		
Explanation of Instruction	Explain exactly how you will teach the skills you identified.	

Learner Profile Traits Encouraged	Explanation of Inclusion
Choose from the list.	Explain how this will be a part of the instruction.

Opportunities for Volunteerism and Community Service
Consider service opportunities, locally or globally, that connect with this topic. Could this unit develop into a service project for your students? How?

Resources
What resources are available to us?
How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

Be very specific when listing materials.

Imagine someone from another country reading your unit planner, how would they identify the resources that you have listed?

Include titles of books, textbooks, videos, etc.

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions.

Students and teachers
What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?
What inquiries arose during the learning? What, if any, extension activities arose?
How did we reflect—both on the unit and on our own learning?

Possible connections
How successful was the collaboration with other teachers within my subject group and from other subject groups?
What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment
Were students able to demonstrate their learning?
How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?
Are we prepared for the next stage?

Data collection
How did we decide on the data to collect? Was it useful?

Include things to consider before the unit is taught.
What questions will students ask? What materials will I need? How can I incorporate other disciplines?

Include Post-teaching reflections. What went well? What can be improved?

As you reflect and revise unit planner, keep copies of the old unit planners as a way to measure growth and change.

IDEA-- Type each reflection in different color each year.
Then the file would only be saved once, but the reflections would be easy to identify each year..